

# The Mindfulness Infused Mathematics Class

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# Defining Mindfulness

“Awareness of the present moment, with acceptance”

*Christopher Germer*

# Cultivating Mindfulness

“Formal” practices (e.g. meditation)

“Informal” practices (e.g. mindful reading)

Noticing distracting “hot spots” and working with them

# My Aims as a Teacher

- To bring mindfulness to students “in some way”
  - Short term: mindfulness in my own classes
  - Long term: Mindfulness integrated into college programs
- To connect with a community of mindful educators
- To foster a mindful community in my own college

# Recent and Current Projects

Koru Mindfulness Teacher Training and courses

Regularly run mindfulness workshops

“Clark Mindfulness Community” online for faculty and staff

Staff advisor to new Student Mindfulness club

# Bringing Mindfulness to Classes

## Mindfully Taught Course

- Teacher uses mindfulness to foster presence, connection, awareness
- No explicit student requirements

## Mindfulness Based Course

- Mindfulness explicit part of course content
- Substantial time on meditation or other skills
- Mindfulness skills part of student expectations



# Logistical and Practical Constraints

Students signed up for a math course,  
not a mindfulness course

Students are often overloaded,  
stressed, focused on “getting a grade”

Mindfulness elements require *informed  
consent*

# Basic Principles

Find out what skills students most need

*Focus, Working with test anxiety...*

Connect mindfulness to those skills

*Awareness as essential to skillful means*

Invite students to explore, connect with skills they already have



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## Mindfulness-Infused Course

- Mindfulness connected to course outcomes and student development
- Students invited to use *existing* mindfulness skills

# Course Structure

## Start of Term

- Poll Students on their attitudes to math, habits of mind...
- Simple practices to illustrate mindfulness

## End of Term

- End of term reflection
- "Was it useful?" survey?

## Daily During the course

- Centering breath at the start of class
- Periodic prompts and reflections during group work, etc.

## Weekly skill building

- Working with stress (belly breathing)
- Mindful Study
- Inner critic (self compassion)

# Current Classes

Piloting this framework in:

Basic Algebra

Calculus 3

Differential Equations

I look forward to sharing results!

## Sum Up

Mindfulness: key to developing good *habits of mind* that underpin an enriching learning experience

I bring mindfulness in by connecting it directly with student needs